ELA Dia	agnostic Bl	ueprints					
Grade	Standard	Category	Indicator			Diagnostic 3	
			Tanting Mindow	10/20-	01/05-	03/16-	05/11-
			Testing Window Total # of Item	10/30/08	01/16/09	03/27/09	05/22/09
	Reading		Total # of Item	30	30	30	30
		· Word Recognit	l ion, Fluency, and Vocabulary Developme	nt			
	J.1 Reading	Decoding and	3.1.1 Know and use more difficult				
		Word	word families (-ight) when reading				
3		Recognition	unfamiliar words.	2	2	2	
		Decoding and					
		Word					
3		Recognition	3.1.2 Read words with several syllables.	2	2		
			3.1.3 Read aloud grade-level-				
		D 11 1	appropriate literary and informational				
		Decoding and Word	texts fluently and accurately and with				
3		Recognition	appropriate timing, change in voice, and expression.				
3		Recognition	and expression.				
			3.1.4 Determine the meanings of words				
			using knowledge of antonyms (words				
			with opposite meaning), synonyms				
			(words with the same meaning),				
			homophones (words that sound the				
			same but have different meanings and				
		Vocabulary and	spellings), and homographs (words that				
		Concept	are spelled the same but have different				
3		Development	meanings).	2			
		Vocabulary and	3.1.5 Demonstrate knowledge of grade-				
_		Concept	level-appropriate words to speak				
3		Development Vocabulary and	specifically about different issues.				
		Concept	3.1.6 Use sentence and word context to				
3		Development	find the meaning of unknown words.	2	2	2	
		Vocabulary and	3.1.7 Use a dictionary to learn the		_	-	
		Concept	meaning and pronunciation of				
3		Development	unknown words.				3
			3.1.8 Use knowledge of prefixes (word				
			parts added at the beginning of words				
			such as un-, pre-) and suffixes (word				
		Vocabulary and	parts added at the end of words such as				
		Concept	-er, -ful, -less) to determine the				
3		Development	meaning of words.			2	2
		Vocabulary and	2.10.11				
		Concept	3.1.9 Identify more difficult multiple-				
3	2.1 Dooding	Development	meaning words (such as <i>puzzle</i> or <i>fire</i>).	tional Taret			
	3.2 Keading	Structural	and Analysis of Nonfiction and Informa	nonai Text		I	
		Features of					
		Informational	3.2.1 Use titles, tables of contents,				
		and Technical	chapter headings, a glossary, or an				
3		Materials	index to locate information in text.	2	2		2
		Structural					
		Features of					
		Informational	3.2.9 Identify text that uses sequence or				
		and Technical	other logical order (alphabetical, time,				
3		Materials	categorical).				

	Analysis of			I		1
	Grade-Level-					
	Appropriate					
	Nonfiction and	3.2.2 Ask questions and support answers				
	Informational	by connecting prior knowledge with				
3	Text	literal information from the text.				
	Analysis of					
	Grade-Level-					
	Appropriate					
	Nonfiction and					
	Informational	3.2.3 Show understanding by				
3	Text	identifying answers in the text.	2			
	Analysis of					
	Grade-Level-					
	Appropriate					
	Nonfiction and	3.2.4 Recall major points in the text				
	Informational	and make and revise predictions about				
3	Text	what is read.	2	2	2	2
	Analysis of					
	Grade-Level-					
	Appropriate					
	Nonfiction and	3.2.5 Distinguish the main idea and				
	Informational	supporting details in expository				
3	Text	(informational) text.		2	2	2
	Analysis of	(miormational) text.		2		
	Grade-Level-					
	Appropriate					
	Nonfiction and	3.2.6 Locate appropriate and				
	Informational	significant information from the text,				
_					2	2
3	Text Analysis of	including problems and solutions.		2	2	2
	Grade-Level-					
	Appropriate					
	Nonfiction and	0.0554				
	Informational	3.2.7 Follow simple multiple-step written				
3	Text	instructions.				
	Analysis of					
	Grade-Level-					
	Appropriate					
	Nonfiction and	3.2.8 Distinguish between cause and				
	Informational	effect and between fact and opinion in				
3	Text	informational text.				
		n and Analysis of Literary Text		1		
	Structural	3.3.1 Recognize different common				
_	Features of	genres (types) of literature, such as				
3	Literature	poetry, drama, fiction, and nonfiction.		2		2
	Analysis of					
	Grade-Level-	3.3.2 Comprehend basic plots of classic				
	Appropriate	fairy tales, myths, folktales, legends,				
3	Literary Text	and fables from around the world.	2		2	2
	Analysis of					
	Grade-Level-	3.3.3 Determine what characters are				
	Appropriate	like by what they say or do and by how				
3	Literary Text	the author or illustrator portrays them.	2		2	
	Analysis of				·	
	Grade-Level-					
	Appropriate	3.3.4 Determine the theme or author's				
3	Literary Text	message in fiction and nonfiction text.		2		2
				ě.		

	Analysis of	1			1	
	Grade-Level-	2.2.5 Descening that contain wands and				
		3.3.5 Recognize that certain words and				
	Appropriate	rhythmic patterns can be used in a				
3	Literary Text	selection to imitate sounds.				
	Analysis of					
	Grade-Level-					
	Appropriate	3.3.6 Identify the speaker or narrator		2	_	
3	Literary Text	in a selection.		2	2	
	Analysis of					
	Grade-Level-	227.0				
	Appropriate	3.3.7 Compare and contrast versions of				
3	Literary Text	the same stories from different cultures.				
	Analysis of					
	Grade-Level-					
	Appropriate	3.3.8 Identify the problem and				
3	Literary Text	solutions in a story.	2	2		
	Writing					
	3.4 Writing: Processes and F				I	
		3.4.1 Find ideas for writing stories and				
		descriptions in conversations with				
		others, and in books, magazines, school				
3	Focus	textbooks, or on the Internet.				
		3.4.2 Discuss ideas for writing, use				
		diagrams and charts to develop ideas,				
3	Focus	and make a list or notebook of ideas.				
		3.4.3 Create single paragraphs with				
1 _	_	topic sentences and simple supporting	_		_	
3	Focus	facts and details.	2		2	
		3.4.9 Organize related ideas together				
	_	within a paragraph to maintain				
3	Focus	consistent focus.				
	Research	3.4.4 Use various reference materials				
	Process and	(such as a dictionary, thesaurus, atlas,				
3	Technology	encyclopedia, and online resources).			2	2
	Research	24577				
	Process and	3.4.5 Use a computer to draft, revise, and				
3	Technology	publish writing.				
	Evaluation and	3.4.6 Review, evaluate, and revise				
3	Revision	writing for meaning and clarity.				
		3.4.7 Proofread one's own writing, as				
_	Evaluation and	well as that of others, using an editing				
3	Revision	checklist or list of rules. 3.4.8 Revise writing for others to read,				
	Evaluation and	improving the focus and progression of	2			2
3	Revision	ideas.	2			3
	3.5 Writing: Applications (Di	ifferent Types of Writing and Their Char	racteristics)		<u> </u>	
	In addition to					
	producing the					
	different writing forms introduced in					
	earlier grades,					
	Grade 3 students	3.5.1 Write narratives that:				
	use the writing	• provide a context within which an				
	strategies outlined in Standard 4 —	action takes place.				
3	Writing Process to:	—				
	77711119 1 100003 10.	morate actuals to active the piot			1	

			1	ı	1	1
3	In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:	3.5.2 Write descriptive pieces about people, places, things, or experiences that:Develop a unified main idea.				
3	In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:	3.5.6 Write persuasive pieces that ask				
3	In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:	 3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that: • show awareness of the knowledge and interests of the audience. • establish a purpose and context. • include the date, proper salutation, body, closing, and signature. 				
3	In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:	3.5.4 Use varied word choices to make		2	2	2
3	In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:	3.5.5 Write for different purposes and to a specific audience or person.				

	•	ı	1			1	
		In addition to					
		producing the					
		different writing forms introduced in					
		earlier grades,	3.5.7 Write responses to literature that:				
		Grade 3 students	demonstrate an understanding of what				
		use the writing	is read.				
		strategies outlined in Standard 4 —	• support statements with evidence from				
3		Writing Process to:					
			3.5.8 Write or deliver a research report				
			that has been developed using a				
			systematic research process (defines				
			the topic, gathers information,				
			determines credibility, reports				
			findings) that:				
			• uses a variety of sources (books,				
			technology, pictures, charts, tables of				
			contents, diagrams) and documents				
			sources (titles and authors).				
			• organizes information by categorizing				
			it into more than one category (such as				
			living and non-living, hot and cold) or				
		Research	includes information gained through				
3		Application	observation.				
	3.6 Writing:	English Langua				I	
			3.6.1 Write legibly in cursive, leaving				
			space between letters in a word, words in				
		TT 1 '.'	a sentence, and between words and the				
3		Handwriting	edges of the paper. 3.6.2 Write correctly complete				
			sentences of statement, command,				
		Sentence	question, or exclamation, with final				
3			punctuation.	2			
		Structure	3.6.3 Identify and use subjects and				
			verbs that are in agreement (we are				
3		Grammar	instead of we is).	2	2	2	
			3.6.4 Identify and use past (he danced),	-		_	
			present (he dances), and future (he				
			will dance) verb tenses properly in				
3		Grammar	writing.		2		2
		Granniai	3.6.5 Identify and correctly use				
			pronouns (it, him, her), adjectives				
			(brown eyes, two younger sisters),				
			compound nouns (summertime,				
			snowflakes), and articles (a, an, the) in				
3		Grammar	writing.			2	2
		Graninal	witting.			2	
			3.6.6 Use commas in dates (August 15,				
			2001), locations (Fort Wayne, Indiana),				
			and addresses (431 Coral Way, Miami,				
			FL), and for items in a series (football,				
3		Punctuation	basketball, soccer, and tennis).				
<u> </u>			,,,,				

3	(Capitalization	3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events (We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.)				
3		Spelling	3.6.8 Spell correctly one-syllable words that have blends (walk, play, or blend), contractions (isn't, can't), compounds, common spelling patterns (qu-, changing win to winning, and changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings, such as hair-hare).	2	2	2	
3	9	Spelling	3.6.9 Arrange words in alphabetical order.				

Grade	Standard	Category	Indicator		Diagnostic 2		
				10/20-	01/05-	03/16-	05/11-
			Testing Window	10/30/08	01/16/09	03/27/09	05/22/09
			Total # of Item	30	30	30	30
	Reading						
	4.1 Reading	: Word Recognit	ion, Fluency, and Vocabulary Developme	ent			
			4.1.1 Read aloud grade-level				
			appropriate narrative text (stories) and				
		D 1' 1	expository text (information) with				
		Decoding and Word	fluency and accuracy and with				
			appropriate timing, changes in voice,				
4		Recognition	and expression.				
			4.1.2 Apply knowledge of synonyms				
			(words with the same meaning),				
			antonyms (words with opposite				
			meaning), homographs (words that are				
			spelled the same but have different				
			meanings, and idioms (expressions that				
			cannot be understood just by knowing				
			the meanings of the words in the				
		Vocabulary and	expression, such as couch potato) to				
		Concept	determine the meaning of words and				
4		Development	phrases.	2	2	2	
<u> </u>		Белегаринен	4.1.3 Use knowledge of root words				
		Vocabulary and	(nation, national, nationality) to				
		Concept	determine the meaning of unknown				
4		Development	words within a passage.			2	2
		•	4.1.4 Use common roots (<i>meter</i> =				
			measure) and word parts (therm =				
		Vocabulary and	heat) derived from Greek and Latin to				
		Concept	analyze the meaning of complex words				
4		Development	(thermometer).		2	2	2
		Vocabulary and					
		Concept	4.1.5 Use a thesaurus to find related				
4		Development	words and ideas.				
		•	4.1.6 Distinguish and interpret words				
		Vocabulary and	with multiple meanings (quarters) by				
		Concept	using context clues (the meaning of the				
4		Development	text around a word).	2	2	2	
		Vocabulary and					
		Concept	4.1.7 Use context to determine the				
4		Development	meaning of unknown words.	2	2	2	2
	4.2 Reading		and Analysis of Nonfiction and Informa	tional Text			
		Structural					
		Features of					
		Informational	4.2.1 Use the organization of				
		and Technical	informational text to strengthen		_		
4		Materials	comprehension.		2		
		Structural	4.2.8 Identify informational texts				
		Features of	written in narrative form (sometimes				
		Informational	with undeveloped characters and				
		and Technical	minimal dialogue) using sequence or		_	_	
4	<u> </u>	Materials	chronology.				<u> </u>

	I A maly	ysis of				I	
		e-Level-					
		opriate					
		iction and					
	Inform	mational	4.2.2 Use appropriate strategies when				
4	Text		reading for different purposes.				_
			4.2.3 Draw conclusions or make and				
			confirm predictions about text by using				
	Analy	sis of	prior knowledge and ideas presented in				
	-	e-Level-	the text itself, including illustrations,				
		opriate	titles, topic sentences, important				
		iction and	words, foreshadowing clues (clues that				
		mational	indicate what might happen next), and				
4	Text	mationai	direct quotations.	1	2		2
		ysis of	uncet quotations.				
	· ·	e-Level-					
			4245				
		opriate	4.2.4 Evaluate new information and				
		iction and	hypotheses (statements of theories or				
		mational	assumptions) by testing them against				
4	Text		known information and ideas.				
		ysis of					
		e-Level-					
	Appr	opriate					
	Nonf	iction and	4.2.9 Recognize main ideas and				
	Infor	mational	supporting details presented in				
4	Text		expository (informational texts).	3	2	2	2
	Analy	sis of					,
	Grade	e-Level-					
	Appro	opriate					
		iction and	4.2.5 Compare and contrast information				
		mational	on the same topic after reading several				
4	Text	ilutionul	passages or articles.				
<u> </u>		ysis of	passages of articles.				
		e-Level-					
		opriate					
		iction and	4.2.6 Distinguish between cause and				
1		mational	effect and between fact and opinion in	2			2
4	Text	raia of	informational text.				2
		ysis of					
		e-Level-					
		opriate					
		iction and					
l .		mational	4.2.7 Follow multiple-step instructions in				
4	Text		a basic technical manual.				
	4.3 Reading: Com	prehension	and Analysis of Literary Text			T	
		_	4.3.1 Describe the differences of various				
	Struc		imaginative forms of literature, including				
	Featu	res of	fantasies, fables, myths, legends, and				
4	Litera	ature	other tales.				
			4.3.2 Identify the main events of the				
	Analy	ysis of	plot, including their causes and the				
	Grade	e-Level-	effects of each event on future actions,				
	Appr	opriate	and the major theme from the story				
4		ary Text	action.	4	2		2
	Analy	sis of	4.3.3 Use knowledge of the situation,				
		e-Level-	setting, and a character's traits,				
		opriate	motivations, and feelings to determine				
4		ary Text	the causes for that character's actions.	3	,	2	
	Litera	ny ical	and causes for that character s activits.				

4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell Appropriate why there are similar tales in different Literary Text cultures. Analysis of 4.3.5 Define figurative language, such as Grade-Level- Appropriate personification, and identify its use in		
Grade-Level- Appropriate Literary Text Analysis of Grade-Level- Grade-Level- Grade-Level- Grade-Level- Grade-Level- Grade-Level- Grade-Level- Grade-Level- Grade-Level- Adventures of one character type. Tell why there are similar tales in different cultures. 4.3.5 Define figurative language, such as Grade-Level- similes, metaphors, hyperbole, or		
Appropriate why there are similar tales in different Literary Text cultures. Analysis of 4.3.5 Define figurative language, such as Grade-Level- similes, metaphors, hyperbole, or		
4 Literary Text cultures. Analysis of 4.3.5 Define figurative language, such as Grade-Level- similes, metaphors, hyperbole, or		
Analysis of 4.3.5 Define figurative language, such as Grade-Level- similes, metaphors, hyperbole, or		
Grade-Level- similes, metaphors, hyperbole, or		
Appropriate personification, and identify its use in		
4 Literary Text literary works.	2	2
Analysis of		
Grade-Level-		
Appropriate		
4 Literary Text 4.3.6 Determine the theme.	2	2
Analysis of		_
Grade-Level- 4.3.7 Identify narrator in a selection		
Appropriate and tell whether the narrator or		
4 Literary Text speaker is involved in the story.	2	
Writing Writing		
4.4 Writing: Processes and Features		
4.4.1 Discuss ideas for writing. Find		
ideas for writing in conversations with		
others and in books, magazines,		
newspapers, school textbooks, or on the		
Organization and Internet. Keep a list or notebook of		
4 Focus ideas.		
4.4.2 Select a focus, an organizational		
structure, and a point of view based		
upon purpose, audience, length, and		
Organization and format requirements for a piece of		
4 Focus writing. 2	2	
4.4.3 Write informational pieces with		
multiple paragraphs that: *provide an		
introductory paragraph *establish and		
support a central idea with a topic		
sentence at or near the beginning of the		
first paragraph. *include supporting		
paragraphs with simple facts, details		
and explanations. *present important		
ideas or events in sequence or in		
chronological order. *provide details		
and transitions to link paragraphs.		
*conclude with a paragraph that		
summarizes the points.*use correct		
Organization and indention at the beginning of		
4 Focus paragraphs.		
4.4.4 Use logical organizational		
structures for providing information in		
writing, such as chronological order,		
cause and effect, similarity and		
Organization and difference, and posing and answering a		
4 Focus question.		
Research		
Process and 4.4.5 Quote or paraphrase information		
4 Technology sources, citing them appropriately.		
Research 4.4.6 Locate information in reference		
Process and texts by using organizational features,		
4 Technology such as prefaces and appendixes. 2 2		

	Research	4.4.7 Use multiple reference materials				
	Process and	and online information (the Internet)				
4						
4	Technology	as aids to writing.				
	Research	4.4.8 Understand the organization of				
	Process and	_				
4		almanacs, newspapers, and periodicals and how to use these print materials.	2			,
4	Technology	and now to use these print materials.				2
		4.4.0 Use a commuter to dueft revise and				
	Research	4.4.9 Use a computer to draft, revise, and				
		publish writing, demonstrating basic				
	Process and	keyboarding skills and familiarity with				
4	Technology	common computer terminology.				
	Evaluation and	4.4.10 Review, evaluate, and revise				
4	Revision	writing for meaning and clarity.			2	2
		4.4.11 Proofread one's own writing, as				
		well as that of others, using an editing				
		checklist or set of rules, with specific				
١,	Evaluation and	examples of corrections of frequent				
4	Revision	errors.				
		4.4.12 Revise writing by combining and				
		moving sentences and paragraphs to				
	Evaluation and	improve the focus and progression of				
4	Revision	ideas.				
		ations (Different Types of Writing and Th	eir Characteri	stics)	•	
	Applications	4.5.1 Write narratives that:				
		• include ideas, observations, or				
	of Writing and	memories of an event or experience.				
	Their	• provide a context to allow the reader				
	Characteristics)	to imagine the world of the event or				
		experience.				
4	At Grade 4,	• use concrete sensory details.				_
	Writing Applications	4.5.2 Write responses to literature				
	(Different Types	=				
	of Writing and	• demonstrate an understanding of a				
	Their	literary work.				
	Characteristics)	• support statements with evidence				
4	Characteristics)	from the text.				
	Writing	irom the text.				
	Applications					
	(Different Types					
	of Writing and					
	Their	4.5.4 Write summaries that contain the				
	Characteristics)	main ideas of the reading selection and				
4		the most significant details.				
-	Writing	organizatio details.			†	
	Applications					
	(Different Types					
	of Writing and					
	Their					
	Characteristics)	4.5.5 Use varied word choices to make				
4	Characteristics)	writing interesting.	•	2	2	2
<u> </u>	Writing	more country				
	Applications					
	(Different Types					
	of Writing and					
	Their					
	Characteristics)	4.5.6 Write for different purposes				
	Characteristics)	(information, persuasion, description)				
4	A C 1 4	and to a specific audience or person.				
	at treade /	• •			-	

	1		<u></u>				
			4.5.3 Write or deliver a research report				
			that has been developed using a				
			systematic research process (defines				
			the topic, gathers information,				
			determines credibility, reports				
			findings) that:				
			• includes information from a variety				
			of sources (books, technology,				
			multimedia) and documents sources				
			(titles and authors).				
			• demonstrates that information that				
			has been gathered has been				
			summarized.				
			• organizes information by categorizing				
			it into multiple categories (such as				
			solid, liquid, and gas or reduce, reuse,				
		Research	and recycle) or includes information				
4		Application	gained through observation.				
·		English Langua	0				
	Jo Willing.	uungua	4.6.1 Write smoothly and legibly in				
			cursive, forming letters and words that				
4		Handwriting	can be read by others.				
		Timing Williams	4.6.2 Use simple sentences (<i>Dr. Vincent</i>				
			Stone is my dentist.) and compound				
			sentences (His assistant cleans my teeth,				
		Sentence	and Dr. Stone checks for cavities.) in				
4		Structure	writing.	2			2
<u> </u>		Butterer	4.6.3 Create interesting sentences, by				
			using words that describe, explain, or				
			provide additional details and				
			connections, such as adjectives,				
			adverbs, appositives, participial				
		Sentence	phrases, prepositional phrases, and				
4		Structure	conjunctions.		2	. 2	2
· ·		Structure	conjunctions.				
			4.6.4 Identify and use in writing regular				
			(live/lived, shout/shouted) and irregular				
			verbs (swim/swam, ride/rode, hit/hit),				
			adverbs (constantly, quickly), and				
4		Grammar	prepositions (through, beyond, between).				
		·	, , , , , , , , , , , , , , , , , , ,				
			4.6.5 Use parentheses to explain				
			something that is not considered of				
			primary importance to the sentence,				
			commas in direct quotations (He said,				
			"I'd be happy to go."), apostrophes to				
			show possession (Jim's shoes, the dog's				
			<i>food</i>) and apostrophes in contractions				
4		Punctuation	(can't, didn't, won't).				2
-	 		(· · · · · · · · · · · · · · · · · · ·				<u> </u>
			4.6.6 Use underlining, quotation marks,				
4		Punctuation	or italics to identify titles of documents.				
┝╌		1 unctuation	or rances to identify titles of documents.				
			4.6.7 Capitalize names of magazines,				
			newspapers, works of art, musical				
			compositions, organizations, and the first				
4		Capitalization	word in quotations, when appropriate.				
		Capitanzation	word in quotations, when appropriate.			l .	<u> </u>

		4.6.8 Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring or words with more than one acceptable spelling like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts, each containing a		
		syllables (word parts, each containing a vowel sound, such as sur•prise or		
4	Spelling	e•col•o•gy).		

Grade	Standard	Category	Indicator	Diagnostic 1		Diagnostic 3	
			To a Cor or Million of a core	10/20-	01/05-	03/16-	05/11-
			Testing Window Total # of Item	10/30/08 30	01/16/09 30	03/27/09 30	05/22/09 30
	Reading		Total # of Item	30	30	30	30
		a: Word Recog	nition, Fluency, and Vocabulary Dev	elonment			
	OTT ROUGHT	g. Word Rooog	5.1.1 Read aloud grade-level-				
			appropriate narrative text (stories) and				
			expository text (information) fluently				
		Decoding and	and accurately and with appropriate				
		Word	timing, changes in voice, and				
5		Recognition	expression.				
		Vocabulary and					
		Concept	5.1.2 Use word origins to determine the				
5		Development	meaning of unknown words.				
			51211 1 1 1 1 6 1				
			5.1.3 Understand and explain frequently				
			used synonyms (words with the same				
		Voodhulam 1	meaning), and homographs (words that				
		Vocabulary and Concept	meaning), and homographs (words that are spelled the same but have different				
5		Concept Development	meanings).	2			2
		Development	5.1.4 Know less common roots (graph =	2			2
			writing, logos = the study of) and word				
			parts (auto = self, bio = life) from				
			Greek and Latin and use this				
		Vocabulary and	knowledge to analyze the meaning of				
		Concept	complex words (autograph,				
5		Development	autobiography, biology).	2		2	2
			5.1.5 Understand and explain the				
			figurative use of words in similes				
			(comparisons that use like or as: The				
			stars were like a million diamonds in				
		-	the sky.) and metaphors (implied				
		Concept	comparisons: The stars were brilliant				
5		Development	diamonds in the night sky.)		2	2	
		Vocabulary and	5.1.6 Understand unknown words by				
_		Concept	using word, sentence, and paragraph	_	_	_	
5		Development	clues to determine meaning.	2	2	2	
	5.2. Readin	g: Comprehens	sion and Analysis of Nonfiction and I	ntormational	I ext		
		Structural	5.2.1 Use the features of informational				
		Features of	texts, such as formats, graphics,				
		Informational	diagrams, illustrations, charts, maps,				
		and Technical	and organization, to find information				
5		Materials	and support understanding.		2	2	
		Structural	<u> </u>				
		Features of					
		Informational					
		and Technical	5.2.2 Analyze text that is organized in				
5		Materials	sequential or chronological order.				
		Analysis of					
		Grade-Level-					
		Appropriate					
		Nonfiction and	5.2.3 Recognize main ideas presented				
_		Informational	in texts, identifying and assessing	_			
5		Text	evidence that supports those ideas.	4	2		2

Analysis of Grade-Level- Appropriate Nonfiction and Informational Text	2
Appropriate Nonfiction and Informational Text Analysis of Grade-Level-Appropriate Nonfiction and Informational Text Nonfiction and Informational Sepository (Informational) Critique ext. S.3. READING: Comprehension and Analysis of Grade-Level-Appropriate Structural Features of Literature Appropriate Analysis of Grade-Level-Appropriate Literary Text Analysis of Grade-Level-Appropriate Literary Text S.3. Contrast the actions, motives, and appearances of characters in a work of Grade-Level-Appropriate Literary Text Analysis of Grade-Level-Appropriate Literary Text S.3. So Describe the function and effect of Grade-Level-Appropriate Literary Text S.3. Describe the function and effect of Grade-Level-Appropriate Literary Text S.3. So Describe the function and effect of Grade-Level-Appropriate Literary Text S.3. So Describe the function and effect of Grade-Level-Appropriate Literary Text S.3. So Describe the function and effect of Grade-Level-Appropriate Literary Text S.3. So Describe the function and effect of Grade-Level-Appropriate Literary Text S.3. So Describe the function and effect of Grade-Level-Appropriate Literary Text Literary Text Literary Text Literary Text S.3. So Describe the function and effect of Grade-Level-Appropriate Literary Text Literary Literary Text Literary Literary Text Literary Literary Text Literary Literary Literary Literary Text Literary Li	2
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Informational Text knowledge. Analysis of Grade-Level- Appropriate Nonfiction and Informational Text a basic technical manual. Expository S.2.5 Distinguish among facts, (Informational) Critique text. 5.3 READING: Comprehension and Analysis of Literary Text Structural appropriateness of the literary forms Features of Grade-Level- Appropriate Literary Text 5.3.2 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. 5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved. Analysis of Grade-Level- Appropriate 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated irrectly. 5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. 5.4 Literary Text 5.5 Literary Text 5.5 Literary Text 5.6 Literary Text 5.7 Literary Text 5.8 Literary Text 5.9 Literary Text 5.9 Literary Text 5.1 Literary Text 5.2 Literary Text 5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. 5.5 Literary Text 5.6 Literary Text 5.7 Literary Text 5.8 Literary Text 5.9 Literary Text 5.9 Literary Text 5.1 Literary Text 5.2 Literary Text 5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. 5.5 Literary Text 5.6 Literary Text 5.7 Literary Text 5.8 Literary Text 5.9 Literary Text 5.9 Literary Text 5.1 Literary Text 5.2 Literary Text 5.3 Literary Text 5.4 Literary Text 5.5 Literary Text 5.5 Literary Text 5.6 Literary Text 5.7 Literary Text 5.8 Literary Text 5.9 Literary Text 5.9 Literary Text 5.9 Literary Text 5.1 Literary Text 5.1 Literary Text 5.2 Literary T	2 2
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Appropriate narrator is a character involved in the Literary Text story. 2	
5 Literary Text story. 2	ļ
	ļ
5.3.6 Evaluate the meaning of patterns	
and symbols that are found in myth and	ļ
Literary tradition by using literature from different	ļ
5 Criticism eras and cultures.	2
5.3.7 Evaluate the author's use of	ļ
Literary various techniques to influence	ļ
5 Criticism reader's perspectives. 2 3	
Writing	
5.4 Writing: Processes and Features	
5.4.1 Discuss ideas for writing, keep a	ļ
Organization and list or notebook of ideas, and use	
5 Focus graphic organizers to plan writing.	I
5.4.2 Write stories with multiple	
paragraphs that develop a situation or	
Organization and plot, describe the setting, and include	
5 Focus an ending.	

	1	5.4.3 Write informational pieces with			ī	
		multiple paragraphs that:				
		• present important ideas or events in				
		sequence or in chronological order.				
		• provide details and transitions to link				
		paragraphs.				
		• offer a concluding paragraph that				
		summarizes important ideas and				
	Organization and	details.				
5	Focus					
		5.4.11 Use logical organizational				
		structures for providing information in				
		writing, such as chronological order,				
		cause-and-effect, similarity and				
	Organization and	difference, and stating and supporting a				
5	Focus	hypothesis with data.				
		5.4.4 Use organizational features of				
	Research	printed text, such as citations, endnotes,				
	Process and	and bibliographic references, to locate				
5	Technology	relevant information.				
	Research					
	Process and					
5	Technology	5.4.5 Use note-taking skills.				
		5.4.6.6				
		5.4.6 Create simple documents using a				
		computer and employing organizational				
	Research	features, such as passwords, entry and				
_	Process and	pull-down menus, word searchers, the				
5	Technology	thesaurus, and spell checks.				
	Research	5.4711 4 4 4 4 4 4				
	Process and	5.4.7 Use a thesaurus to identify				
5	Technology	alternative word choices and meanings.				
_		5.4.8 Review, evaluate, and revise	•	_		
5	Revision	writing for meaning and clarity. 5.4.9 Proofread one's own writing, as	2	2	2	
		well as that of others, using an editing				
		checklist or set of rules, with specific				
	Evaluation and	examples of corrections of specific				
5	Revision	errors.				
		5.4.10 Edit and revise writing to				
		improve meaning and focus through				
		adding, deleting, combining, clarifying,				
_	Evaluation and	and rearranging words and sentences.	•		_	
5	Revision	fference Transport West's and Transport	2		2	2
	5.5 Writing: Applications (Di	ifferent Types of Writing and Their Char	racteristics)			

				T		Ť	Ť
		In addition to					
		producing the					
		different writing					
		forms introduced					
		in earlier grades,					
		_					
		such as letters,					
		Grade 5 students					
		use the writing					
		strategies	5.5.1 Write narratives that:				
		outlined in	• establish a plot, point of view, setting,				
		Standard 4 —	and conflict.				
		Writing Process	• show, rather than tell, the events of				
_		_					
5		to:	the story.				
1		<u> </u>					
1		In addition to					
		producing the					
1		different writing					
1		forms introduced					
1		in earlier grades,					
1			5.5.2 Write responses to literature that:				
1							
			• demonstrate an understanding of a				
		use the writing	literary work.				
		strategies	• support judgments through				
		outlined in	references to the text and to prior				
		Standard 4 —	knowledge.				
		Writing Process	• develop interpretations that exhibit				
5		to:	careful reading and understanding.				
			8				
		In addition to					
		producing the	5.5.4 Write persuasive letters or				
			compositions that:				
			• state a clear position in support of a				
		in earlier grades,					
		such as letters,	• support a position with relevant				
1			evidence and effective emotional				
		use the writing	appeals.				
		strategies	• follow a simple organizational				
		outlined in	pattern, with the most appealing				
		Standard 4 —	statements first and the least powerful				
		Writing Process	ones last.				
_		-	address reader concerns.				
5	 	to:	- audress reader concerns.				
		In addition to					
		In addition to					
1		producing the					
		different writing					
		forms introduced					
		in earlier grades,					
1		such as letters,					
1		Grade 5 students					
		use the writing					
		strategies					
		outlined in					
		Standard 4 —					
		Writing Process	5.5.5 Use varied word choices to make				
5	<u> </u>	to:	writing interesting.	2	2	2	2

		I.,				
		In addition to				
		producing the				
		different writing				
		forms introduced				
		in earlier grades,				
		such as letters,				
		Grade 5 students				
		use the writing				
		strategies				
		outlined in	5.5.6 Write for different purposes and			
		Standard 4 —	to a specific audience or person,			
		Writing Process	adjusting tone and style as			
5		to:	appropriate.			
		.				
		In addition to				
		producing the				
		different writing				
		forms introduced				
		in earlier grades,				
		such as letters,				
		Grade 5 students				
		use the writing				
		strategies				
		outlined in				
		Standard 4 —	5.5.7 Write summaries that contain the			
		Writing Process	main ideas of the reading selection and			
5		to:	the most significant details.			
			5.5.3 Write or deliver a research report that has been developed using a			
			systematic research process (defines			
			the topic, gathers information,			
			determines credibility, reports			
			findings) that:			
			• uses information from a variety of			
			sources (books, technology,			
			multimedia) and documents sources			
			(titles and authors). • demonstrates that information that			
			has been gathered has been			
			nas been gatnered nas been summarized.			
		Evaluation and	• organizes information by categorizing			
5		Revision and	organizes information by categorizing and sequencing.			
			Language Conventions			
	o.o wiining.	THE ENGINE	5.6.1 Identify and correctly use			
			prepositional phrases (for school or In			
			the beginning), appositives (We played			
			the cougars, the team from Newport),			
			main clauses (words that express a			
			complete thought), and subordinate			
		Sentence	clauses (clauses attached to the main			
5		Structure	clause in a sentence).	2	2	2
			5.6.2 Use transitions (however,	-	_	1
			therefore, on the other hand) and			
		Sentence	conjunctions (and, or, but) to connect			
5			ideas.		3	2

		5.6.8 Use simple sentences (Dr. Vincent			
		Stone is my dentist.) and compound			
		sentences (His assistant cleans my			
	Sentence	teeth, and Dr. Stone checks for			
5	Structure	cavities.) in writing.	2	2	
		5.6.3 Identify and correctly use			
		appropriate tense (present, past, present			
		participle, past participle) for verbs that			
		are often misused (lie/lay, sit/set,			
5	Grammar	rise/raise).			2
		5.6.4 Identify and correctly use			
		modifiers (words or phrases that			
		describe, limit, or qualify another			
		word) and pronouns (he/his, she/her,			
5	Grammar	they/their, it/its).			
		5.6.5 Use a colon to separate hours and			
		minutes (12:20 a.m., 3:40 p.m.) and to			
		introduce a list (Do the project in this			
		order: cut, paste, fold .); use quotation			
		marks around the exact words of a			
		speaker and titles of articles, poems,			
		songs, short stories, and chapters in			
		books; use semi-colons and commas for			
		transitions (Time is short; however, we			
5	Punctuation	will still get the job done.)			
5	Capitalization	5.6.6 Use correct capitalization.			
		5.6.7 Spell roots or bases of words,			
		prefixes (understood/misunderstood,			
		excused/unexcused), suffixes			
		(final/finally, mean/meanness),			
		contractions (will not/won't, it is/it's,			
		they would/they'd), and syllable			
		constructions (in•for•ma•tion, mol•e•			
5	Spelling	cule) correctly.			

Grade	Standard	Category	Indicator	Diagnostic 1		Diagnostic 3	
				10/20-	01/05-	03/16-	05/11-
			Testing Window	10/30/08	01/16/09	03/27/09	05/22/09
	Deading		Total # of Item	35	35	35	35
	Reading	. Wand Danson:4	are Electron and Manchelous Davidson	4			
	o.1 Keading	: word Recognit	ion, Fluency, and Vocabulary Developme	ent	Π	ı	
			6.1.1 Read aloud grade-level-appropriate				
			poems, literary and informational texts				
		Decoding and	fluently and accurately and with				
		Word	appropriate timing, changes in voice, and				
6		Recognition	expression.				
			6.1.2 Identify and interpret figurative				
			language (including similes,				
		Vocabulary and	comparisons that use like or as, and				
		Concept	metaphors, implied comparisons) and				
6		Development	words with multiple meanings.			3	3
			6.1.3 Recognize the origins and meanings				
		Vocabulary and	of frequently used foreign words in				
		Concept	English and use these words accurately in				
6		Development	speaking and writing.			2	2
			6.1.4 Understand unknown words in				
		Vocabulary and	informational texts by using word,				
		Concept	sentence, and paragraph clues to				
6		Development	determine meaning.	6	4	3	2
			6.1.5 Understand and explain slight differences in meaning in related				
6		Concept Development	words.		2		
-	6.2 Reading		n and Analysis of Nonfiction and Informa	ational Text	2		
	0.2 Reading	Structural		tional Text	Π	I	
		Features of	6.2.1 Identify the structural features of				
		Informational	popular media (newspapers,				
		and Technical	magazines, online information) and use				
6		Materials	the features to obtain information.	2	2		2
		Structural					
		Features of					
		Informational					
		and Technical	6.2.2 Analyze text that uses a compare-				
6		Materials	and-contrast organizational pattern.				
		Analysis of					
		Grade-Level-					
		Appropriate	(226)				
		Nonfiction and	6.2.3 Connect and clarify main ideas by				
6		Informational	identifying their relationships to				_
6		Text Analysis of	multiple sources and related topics.				2
		Grade-Level-					
		Appropriate					
		Nonfiction and	6.2.4 Clarify an understanding of texts				
		Informational	by creating outlines, notes, diagrams,				
6		Text	summaries, or reports.	2	2	2	
⊢ Ŭ		Analysis of	our reports				
		Grade-Level-					
		Appropriate					
		Nonfiction and					
		Informational	6.2.5 Follow multiple-step instructions				
6		Text	for preparing applications.				

			T T			I	I
			6260				
		.	6.2.6 Determine the appropriateness of				
		Expository	the evidence presented for an author's				
		(Informational)	conclusions and evaluate whether the		_		
6		Critique	author adequately supports inferences.	2	2	3	
		Expository	6.2.7 Make reasonable statements and				
		(Informational)	conclusions about a text, supporting		_		
6		Critique	them with evidence from the text.	3	2	3	2
		D 1					
		Expository	6.2.8 Identify how an author's choice of				
		(Informational)	words, examples, and reasons are used to				
6		Critique	persuade the reader of something.	2			
			6.2.9 Identify problems with an author's				
		Expository	use of figures of speech, logic, or				
		(Informational)	reasoning (assumption and choice of facts				
6		Critique	or evidence).				
	6.3 Reading		and Analysis of Literary Text				
		Structural	6.3.1 Identify different types (genres)				
		Features of	of fiction and describe the major				
6		Literature	characteristics of each form.		2		
		Analysis of					
		Grade-Level-	6.3.2 Analyze the effect of the qualities				
		Appropriate	of the character on the plot and the				
6		Literary Text	resolution of the conflict.		2	2	
		Analysis of					
		Grade-Level-	6.3.3 Analyze the influence of the				
		Appropriate	setting on the problem and its				
6		Literary Text	resolution.	3	2		
			6.3.4 Define how tone and meaning are				
			conveyed in poetry through word				
			choice, figurative language, sentence				
		Analysis of	structure, line length, punctuation,				
		Grade-Level-	rhythm, alliteration (repetition of				
		Appropriate	sounds, such as <u>w</u> ild and <u>w</u> oolly or				
6		Literary Text	thr eatening thr ongs), and rhyme.		2		2
		Enterury Text	<u> </u>		_		_
			6.3.5 Identify the speaker and recognize				
			the difference between first-person (the				
		Analysis of	narrator tells the story from the "I"				
		Analysis of Grade-Level-	perspective) and the third person (the				
6		Appropriate	narrator tells the story from an outside				
6	-	Literary Text	perspective) narration.			2	
		Analysis of	6.3.6 Identify and analyze feetanes of				
		Grade-Level-	6.3.6 Identify and analyze features of				
		Appropriate	themes conveyed through characters,			_	.
6	1	Literary Text	actions, and images.			2	2
		Analysis of	6.3.7 Explain the effects of common				
		Grade-Level-	literary devices, such as symbolism,				
_		Appropriate	imagery, or metaphor, in a variety of	•			
6	 	Literary Text	fictional and nonfictional texts.	2	2		
		Analysis of					
		Grade-Level-	6.3.9 Identify the main problem or				
		Appropriate	conflict of the plot and explain how it is				
6	ļ	Literary Text	resolved.	3			2
			6.3.8 Critique the believability of				
		Literary	characters and the degree to which a				
6		Criticism	plot is believable or realistic.			2	2
	Writing						
	6.4 Writing:	Writing Process					

		6.4.1 Discuss ideas for writing, keep a				
		list or notebook of ideas, and use				
	- C	· · · · · · · · · · · · · · · · · · ·				
6		graphic organizers to plan writing.				
	l -	6.4.2 Choose the form of writing that		_		_
6	Focus	best suits the intended purpose.		2		2
		6.4.3 Write informational pieces of				
		several paragraphs that:				
		• engage the interest of reader.				
		• state a clear purpose.				
		develop the topic with supporting				
		details and precise language.				
		• conclude with a detailed summary				
	Organization and	linked to the purpose of the				
6	Focus	composition.				
Ť	1 0003	composition				
		6.4.4 Use a variety of effective				
		organizational patterns, including				
	, , , ,	comparison and contrast; organization				
_		by categories; and arrangement by				
6	Focus	order of importance or climactic order.				
	Research					
	Process and	6.4.5 Use note-taking skills when				
6	Technology	completing research for writing.				
		6.4.6 Use organizational features of				
		electronic text (on computers), such as				
	Research	bulletin boards, databases, keyword				
	Process and	searches, and e-mail addresses, to				
6	Technology	locate information.				
		6.4.7 Use a computer to compose				
		documents with appropriate formatting				
	n					
	Research	by using word-processing skills and				
	Process and	principles of design, including margins,				
6	Technology	tabs, spacing, columns, page orientation.				
		6.4.8 Review, evaluate, and revise				
6	Revision	writing for meaning and clarity.	2	2	2	2
		6.4.9 Edit and proofread one's own				
		writing, as well as that of others, using				
		an editing checklist or set of rules, with				
	Evaluation and	specific examples of corrections of				
6	Revision	frequent errors.				
		6.4.10 Revise writing to improve the				
	Evaluation and	organization and consistency of ideas				
6	Revision	within and between paragraphs.	3	2	3	2
		ifferent Types of Writing and Their Char		_		_
	Die Trans. Tippications (Di	Chair Types of Williams and Their Chair			I	
	In addition to					
	producing the					
	different writing					
	forms introduced					
	in earlier grades,					
		6.5.1 Write narratives that:				
		• establish and develop a plot and				
	use the writing	setting and present a point of view that				
	strategies	is appropriate to the stories.				
	outlined in	• include sensory details and clear				
	Standard 4 —	language to develop plot and character.				
	Writing Process	• use a range of narrative devices, such				
6	to:	as dialogue or suspense.				
	μο.	as araiogue or suspense.			<u> </u>	<u> </u>

_		1	Τ			
		In addition to				
		producing the				
		different writing				
		forms introduced				
			6.5.2 Write descriptions, explanations,			
		_				
		such as letters,	comparison and contrast papers, and			
			problem and solution essays that:			
		use the writing	• state the thesis (position on the topic)			
		strategies	or purpose.			
		outlined in	• explain the situation.			
		Standard 4 —	• organize the composition clearly.			
		Writing Process	• offer evidence to support arguments			
6		to:	and conclusions.			
	<u> </u>	10.	and conclusions.			
		In addition to				
		In addition to				
		producing the				
		different writing				
		forms introduced				
		in earlier grades,				
		such as letters,	6.5.4 Write responses to literature that:			
			• develop an interpretation that shows			
		use the writing	careful reading, understanding, and			
		strategies	insight.			
		outlined in	• organize the interpretation around			
		Standard 4 —	several clear ideas.			
		Writing Process	• support statements with evidence			
6		to:	from the text.			
		In addition to				
		producing the				
		different writing				
		forms introduced				
		in earlier grades,	6.5.5 Write persuasive compositions			
		such as letters,	that:			
		Grade 6 students	• state a clear position on a proposition			
			or proposal.			
		strategies	• support the position with organized			
			and relevant evidence and effective			
		outlined in				
		Standard 4 —	emotional appeals.			
		Writing Process	• anticipate and address reader			
6		to:	concerns and counter-arguments.			
	 					
		In addition to				
		producing the				
		different writing				
		forms introduced				
		in earlier grades,				
		_				
		such as letters,				
		Grade 6 students				
		use the writing				
		strategies				
		outlined in				
		Standard 4 —				
		Writing Process	6.5.6 Use varied word choices to make			
6		to:	writing interesting.	2	2	
	1					

	1		т				
						ļ	
		In addition to					
		producing the					
		different writing					
		forms introduced					
						ļ	
		in earlier grades,				ļ	
		such as letters,				ļ	
		Grade 6 students				ļ	
		use the writing				ļ	
		strategies				ļ	
		outlined in	(F 7 XV '4 . C 1 '6C			ļ.	
		Standard 4 —	6.5.7 Write for different purposes and			ļ.	
6		Writing Process	to a specific audience or person,			ļ.	
- 0		to:	adjusting tone and style as necessary.				
						ļ.	
		In addition to				ļ.	
		producing the				ļ.	
		different writing				ļ	
		forms introduced			1		
		in earlier grades,					
		such as letters,					
		Grade 6 students				ļ.	
		use the writing				ļ.	
		strategies				ļ.	
		outlined in				ļ.	
		Standard 4 —	6.5.8 Write summaries that contain the			ļ.	
			main ideas of the reading selection and			ļ.	
6		to:	the most significant details.			2	2
			-				
			6.5.3 Write or deliver a research report			ļ.	
			that has been developed using a			ļ	
			systematic research process (defines			ļ.	
			the topic, gathers information,			ļ.	
			determines credibility, reports			ļ.	
			findings) that:			ļ.	
			• uses information from a variety of			ļ.	
			sources (books, technology,				
			multimedia) and documents sources				
			independently by using a consistent		1		
			format for citations.				
			• demonstrates that sources have been				
			evaluated for accuracy, bias, and		1		
			credibility.				
			• organizes information by categorizing		1		
			and sequencing, and demonstrates the				
		D 1	distinction between one's own ideas		1		
6		Research	from the ideas of others, and includes a		1		
6	6 6 Wniting	Application Writton English	bibliography (Works Cited). Language Conventions				
	o.o writing:	THE ENGISE	6.6.1 Use simple sentences, compound				
			sentences, and complex sentences; use		1		
			effective coordination and				
			subordination of ideas, including both		1		
1			main ideas and supporting ideas in		1		
	I				1	1	1
		Sentence	single sentences, to express complete			ļ	ļ
6		Sentence Structure	single sentences, to express complete thoughts.	3	3		

		6.6.6 Identify and correctly use			
		prepositional phrases (<i>for school</i> or	In		
		the beginning), appositives (We play			
		the Cougars, the team from Newport			
		main clauses (words that express a			
		complete thought), and subordinate			
		clauses (clauses attached to the main			
		clause in a sentence).			
		• We began our canoe trip on the			
		White River (prepositional phrase)			
		when it stopped raining (subordinate			
		clause).			
		 Famous for their first flight at Kitt 	7		
		Hawk (appositive), the Wright			
		brothers are legendary in aviation			
6	Gramm	nar (main clause).		2	2
		6.6.2 Identify and properly use			
		indefinite pronouns (all, another, bot	<i>i</i> ,		
		each, either, few, many, none, one,			
		other, several, some), present perfect			
		(have been, has been), past perfect			
		(had been), and future perfect verb			
		tenses (shall have been); ensure that			
6	Gramm	verbs agree with compound subjects		2	2
		6.6.3 Use colons after the salutation			
		(greeting) in business letters (Dear Sir.			
		semicolons to connect main clauses (T	ne		
		girl went to school; her brother stayed			
		home.) and commas before the			
		conjunction in compound sentences (W	l'e		
		worked all day, but we didn't complete			
6	Punctua	_F - J · · · · /			
6	Capital	ization 6.6.4 Use correct capitalization.			
		6.6.5 Spell correctly frequently			
		misspelled words (their/they're/there,			
		loose/lose/loss, choose/chose,			
6	Spellin	g through/threw).			2

Grade	Standard	Category	Indicator		Diagnostic 2		
				10/20-	01/05-	03/16-	05/11-
			Testing Window	10/30/08	01/16/09	03/27/09	05/22/09
			Total # of Item	35	35	35	35
	Reading						
	7.1 Reading	: Word Recogniti	on, Fluency, and Vocabulary Developme	ent			
			7.1.1 Identify and understand idioms				
			and comparisons — such as analogies,				
		Concept	metaphors, and similes — in prose and				
7		Development	poetry.	3	2		
			7.1.2 Use knowledge of Greek, Latin,				
			and Anglo-Saxon roots and word parts				
			to understand subject-area vocabulary				
_		Concept	(science, social studies, and		_	_	
7		Development	mathematics).		2	2	
			7.1.3 Clarify word meanings through				
		-	the use of definition, example,				
_		Concept	restatement, or through the use of	_	_	_	
7		Development	contrast stated in the text.	4	2	2	2
	7.2 Reading	: Comprehension	and Analysis of Nonfiction and Informa	tional Text			
		G	7.2.1 Understand and analyze the				
		Structural	differences in structure and purpose				
		Features of	between various categories of				
			informational materials (such as				
_		and Technical	textbooks, newspapers, and			_	
7		Materials	instructional or technical manuals).			2	2
		Structural					
		Features of	7.2.2.1				
			7.2.2 Locate information by using a				
7		and Technical	variety of consumer and public				
		Materials Structural	documents.				
		Features of					
		Informational					
		and Technical	7.2.3 Analyza toxt that uses the sauge				
7			7.2.3 Analyze text that uses the cause-	•	•	•	
7		Materials Analysis of	and-effect organizational pattern.				
		Grade-Level-					
		Appropriate					
			7.2.4 Identify and trace the				
		Informational	development of an author's argument,				
7		Text	point of view, or perspective in text.	2	2		2
- '-		Analysis of	point or view, or perspective in text.				
		Grade-Level-					
		Appropriate	7.2.5 Understand and explain the use of				
			a simple mechanical device by				
		Informational	following directions in a technical				
7		Text	manual.			2	2
- '-		Analysis of	manual.				
		Grade-Level-					
		Appropriate	7.2.7 Draw conclusions and make				
			reasonable statements about a text,				
		Informational	supporting the conclusions and				
7		Text	statements with evidence from the text.	,	,	2	
	L	1 CAL	statements with evidence from the text.	4		L	

	Analysis of	1				
	Grade-Level-					
		7.20 Identify weathed a (such as				
	Appropriate	7.2.8 Identify methods (such as				
	Nonfiction and	repetition of words, biased or				
_	Informational	incomplete evidence) an author uses to			_	
7	Text	persuade the reader.			2	2
	Analysis of					
	Grade-Level-					
	Appropriate					
	Nonfiction and	7.2.9 Identify problems with an				
	Informational	author's figures of speech and faulty				
7	Text	logic or reasoning.		2		2
		7.2.6 Assess the adequacy, accuracy,				
		and appropriateness of the author's				
	Expository	evidence to support claims and				
		assertions, noting instances of bias and				
7	Critique	stereotyping.				
	Sitique	7.2.10 Identify and explain instances of				
		persuasion, propaganda, and faulty				
		reasoning in text, such as unsupported				
	Expository	or invalid premises or inferences and				
		<u> </u>				
_	` '	conclusions that do not follow the				
7	Critique	premise.				
	7.3 Reading: Comprehension	and Analysis of Literary Text			1	
		7.3.1 Discuss the purposes and				
	Structural	characteristics of different forms of				
	Features of	written text, such as the short story,				
7	Literature	the novel, the novella, and the essay.				
		7.3.2 Identify events that advance the				
	Analysis of	plot and determine how each event				
	Grade-Level-	explains past or present action or				
	Appropriate	foreshadows (provides clues to) future				
7	Literary Text	action.	2		2	2
		7.3.3 Analyze characterization as				
		shown through character's thoughts,				
	Analysis of	words, speech patterns, and actions;				
	Grade-Level-	the narrator's description; and the				
	Appropriate	thoughts, words, and actions of other				
7	Literary Text	characters.	3	4	2	2
- '	Analysis of	7.3.4 Identify and analyze themes —	3			
	Grade-Level-	such as bravery, loyalty, friendship,				
	Appropriate	and loneliness — which appear in				
7	Appropriate Literary Text	many different works.	2	3	,	2
- '	Literary rext	7.3.5 Contrast points of view — such as		3		
		first person, third person, limited and				
	A 1					
	Analysis of	omniscient, and subjective and				
	Grade-Level-	objective — in a literary text and				
l _	Appropriate	explain how they affect the overall				
7	Literary Text	theme of the work.	2			2
	Analysis of	7.3.7 Explain the effects of common				
	Grade-Level-	literary devices, such as symbolism,				
	Appropriate	imagery, or metaphor, in a variety of				
7	Literary Text	fictional texts.	3		2	2
	Analysis of					
	Grade-Level-	7.3.8 Analyze the influence of the				
	Appropriate	setting on the problem and its				
7	Literary Text	resolution.				
	y . =-					

		Analysis of	ı			ı	
		Analysis of	7.2.6.4.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1				
		Grade-Level-	7.3.9 Analyze the relevance of setting				
_		Appropriate	(places, times, customs) to mood, tone,				
7		Literary Text	and meaning of text.				
			7.3.6 Compare reviews of literary				
		Literary	works and determine what influenced				
7		Criticism	the reviewer.				
	Writing						
	7.4 Writing:	Writing Process					
			7.4.1 Discuss ideas for writing, keep a				
		Organization	list or notebook of ideas, and use				
7		and Focus	graphic organizers to plan writing.				
			7.4.2 Create an organizational				
			structure that balances all aspects of				
			the composition and uses effective				
		Organization	transitions between sentences to unify				
7		and Focus	important ideas.				
			7.4.3 Support all statements and claims				
			with anecdotes (first-person accounts),				
		Organization	descriptions, facts and statistics, and				
7		and Focus	specific examples.				
			7.4.4 Use strategies of note-taking,				
		Organization	outlining, and summarizing to impose				
7		and Focus	structure on composition drafts.				
		Research	7.4.5 Identify topics; ask and evaluate				
		Process and	questions; and develop ideas leading to				
7		Technology	inquiry, investigation, and research.				
			7.4.6 Give credit for both quoted and				
			paraphrased information in a				
			bibliography by using a consistent				
		Research	format for citations and understand				
		Process and	the issues around copyright and				
7		Technology	plagiarism.				
			7.4.7 Use a computer to create				
			document by using word-processing				
			skills and publishing programs;				
		Research	develop simple databases and				
		Process and	spreadsheets to manage information				
7		Technology	and prepare reports.				
			7.4.8 Review, evaluate, and revise				
7	<u> </u>	Revision	writing for meaning and clarity.	4	2	2	
			7.4.9 Edit and proofread one's own				
			writing, as well as that of others, using				
			an editing checklist or set of rules, with				
		Evaluation and	specific examples of corrections of				
7		Revision	frequent errors.				
			7.4.10 Revise writing to improve				
			organization and word choice after				
		Evaluation and	checking the logic of the ideas and the				
7		Revision	precision of the vocabulary.	2	2	3	
	7.5 Writing:	Applications (Di	ifferent Types of Writing and Their Char				

	<u> </u>	In addition to				1
		producing the				
		different				
		writing forms				
		introduced in				
		earlier grades,	7.5.1 Write biographical or			
		such as letters,	autobiographical compositions that:			
		Grade 7	develop interpretations that show			
		students use the	careful reading, understanding, and			
		writing	insight.			
		strategies	• organize interpretations around			
		outlined in	several clear ideas, premises, or images			
			from the literary work.			
		Writing Process	• support statements with evidence			
7		to:	from the text.			
		In addition to				
		producing the different				
		writing forms				
		introduced in				
		earlier grades,	7.5.2 Write responses to literature that:			
		such as letters,	• develop interpretations that show			
		Grade 7	careful reading, understanding, and			
		students use the				
		writing	• organize interpretations around			
		strategies	several clear ideas, premises, or images			
		outlined in	from the literary work.			
			• justify interpretations through			
			sustained use of examples and evidence			
7	<u> </u>	to:	from the text.	 		
		In addition to		 		
		producing the				
		different				
		writing forms introduced in				
		earlier grades,	7.5.4 Write persuasive compositions			
		such as letters,	that:			
		Grade 7	• state a clear position or perspective in			
			support of a proposition or proposal.			
		writing	• describe the points in support of the			
		strategies	proposition, employing well-articulated			
		outlined in	evidence and effective emotional			
		Standard 4 —	appeals.			
		Writing Process	• anticipate and address reader			
7		to:	concerns and counterarguments.			
		In addition to				
		producing the different				
		writing forms				
		introduced in				
		earlier grades,				
		such as letters,				
			7.5.5 Write summaries of reading			
		students use the	_			
		writing	• include the main ideas and most			
		strategies	significant details.			
		outlined in	• use the student's own words, except			
		Standard 4 —	for quotations.			
			• reflect underlying meaning, not just			
7		to:	the superficial details.		2	2
			F		<i>_</i>	

	In addition to	T		I	1	
	producing the					
	different					
	writing forms					
	introduced in					
	earlier grades,					
	such as letters,					
	Grade 7					
	students use the					
	writing					
	strategies					
	outlined in					
	Standard 4 —					
		7.5.6 Use varied word choices to make				
7			•	١ ,	١ ,	2
	to: In addition to	writing interesting and more precise.	2	2	2	2
	producing the					
	different					
	writing forms					
	introduced in					
	earlier grades,					
	such as letters,					
	Grade 7					
	students use the					
	writing					
	strategies					
	outlined in					
	Standard 4 —	7.5.7 Write for different purposes and				
		to a specific audience or person,				
7	to:	adjusting style and tone as necessary.				
		adjusting style and tone as necessary.				
		7.5.3 Write or deliver a research report				
		that has been developed using a				
		systematic research process (defines				
		the topic, gathers information,				
		determines credibility, reports				
		findings) that:				
		• uses information from a variety of				
		sources (books, technology,				
		multimedia) and documents sources				
]	independently by using a consistent				
]	format for citations.				
]	• demonstrates that information that				
		has been gathered has been				
		summarized and that the topic has				
		been refined through this process.				
		• demonstrates that sources have been				
		evaluated for accuracy, bias, and				
]	credibility.				
]	• organizes information by categorizing				
		and sequencing, and demonstrates the				
		distinction between one's own ideas				
	Research	from the ideas of others, and includes a				
7	Application	bibliography (Works Cited).				
	7.6 Writing: Written English					
	7.0 Writing: Written English	Language Conventions				

		7.6.1 Properly place modifiers (words				1
		or phrases that describe, limit or				
		qualify another word) and use the				
		active voice (sentences in which the				
	Sentence	subject is doing the action) when				
7	Structure	wishing to convey a livelier effect.				
- /	Structure	7.6.10 Use simple, compound, and				
		complex sentences; use effective				
		coordination and subordination of				
	G A	ideas, including both main ideas and				
-	Sentence	supporting ideas in single sentences, to		_		
7	Structure	express complete thoughts. 7.6.2 Identify and use infinitives (the		2	2	2
		word to followed by the base form of a				
		•				
		verb, such as to understand or to learn)				
		and participles (made by adding -ing, -				
		d, -ed, -n, -en, or -t to the base form of				
_	_	the verb, such as dreaming, chosen,	_			
7	Grammar	built and grown).	2	2	2	
		7.6.3 Make clear references between				
		pronouns and antecedents by placing				
_		the pronoun where it shows to what				
7	Grammar	word it refers.				
		7.6.4 Identify all parts of speech (verbs,				
		nouns, pronouns, adjectives, adverbs,				
		prepositions, conjunctions, and				
_	_	interjections) and types and structure				
7	Grammar	of sentences.				2
		1				
-		7.6.5 Demonstrate appropriate English		_		
7	Grammar	usage (such as pronoun reference).		2		
		7.6.6 Identify and correctly use				
_	<u></u>	hyphens (-), dashes (), brackets ([]				
7	Punctuation), and semicolons (;).				3
		7.6.7 Demonstrate the correct use of				
_		quotation marks and the use of				
7	Punctuation	commas with subordinate clauses.				
7	Capitalization	7.6.8 Use correct capitalization.				
		7.00 1 1 1 1 1 1				
		7.6.9 Spell correctly derivatives (words				
		that come from a common base or root				
_		word) by applying the spelling of bases				
7	Spelling	and affixes (prefixes and suffixes).				

Grade	Standard	Category	Indicator		Diagnostic 2		
				10/20-	01/05-	03/16-	05/11-
			Testing Window	10/30/08	01/16/09	03/27/09	05/22/09
			Total # of Item	35	35	35	35
	Reading		111 = 111 111				
	8.1. Readir	ng: Word Recog	nition, Fluency, and Vocabulary Dev	elopment	I		
			8.1.1 Analyze idioms and comparisons				
		Vocabulary and	— such as analogies, metaphors, and				
		Concept	similes — to infer the literal and				
8		Development	figurative meanings of phrases.	2	2	2	2
		Vocabulary and	8.1.2 Understand the influence of	_	_		_
		Concept	historical events on English word				
8		Development	meaning and vocabulary expansion.				
		Ť	8.1.3 Verify the meaning of a word in its				
			context, even when its meaning is not				
		Vocabulary and	directly stated, through the use of				
		Concept	definition, restatement, example,				
8		Development	comparison, or contrast.				2
	8.2.Readin		ion and Analysis of Nonfiction and I	nformational [*]	Text		
		Structural					
		Features of	8.2.1 Compare and contrast the				
		Informational	features and elements of consumer				
		and Technical	materials to gain meaning from				
8		Materials Structural	documents.		2		
		Features of					
		Informational	8.2.2 Analyze text that uses proposition				
		and Technical	(statement of argument) and support				
8		Materials	patterns.	2	2	2	2
		Waterials	puttering		_		_
		Structural	8.2.7 Analyze the structure, format,				
		Features of	and purpose of informational materials				
		Informational	(such as textbooks, newspapers,				
		and Technical	instructional or technical manuals, and				
8		Materials	public documents).	2	2		
		Analysis of					
		Grade-Level-					
		Appropriate					
		Nonfiction and	8.2.3 Find similarities and differences				
		Informational	between texts in the treatment, amount				
8		Text Analysis of	of coverage, or organization of ideas.				
		Grade-Level-	8.2.4 Compare the original text to a				
		Appropriate	summary to determine whether the				
		Nonfiction and	summary to determine whether the summary accurately describes the main				
		Informational	ideas, includes important details, and				
8		Text	conveys the underlying meaning.			2	
		Analysis of	conveys the underlying meaning.				
		Grade-Level-					
		Appropriate	8.2.5 Use information from a variety of				
		Nonfiction and	consumer and public documents to				
		Informational	explain a situation or decision and to				
8		Text	solve a problem.				

	Analysis of			1		
	Grade-Level-					
	Appropriate					
	Nonfiction and	8.2.8 Understand and explain the use of				
	Informational	simple equipment by following directions				
8	Text	in a technical manual.				
	Analysis of					
	Grade-Level-					
	Appropriate	8.2.9 Make reasonable statements and				
	Nonfiction and	draw conclusions about a text,				
	Informational	supporting them with accurate				
8	Text	examples.	4	2	2	4
		8.2.6 Evaluate the logic (inductive or				
	Expository	deductive argument), internal				
	(Informational)	consistency, and structural patterns of				
8	Critique	text.				
	8.3. Reading: Comprehens	sion and Analysis of Literary Text				
		8.3.1 Determine and articulate the				
		relationship between the purposes and				
		characteristics of different forms of				
	Structural	poetry (including ballads, lyrics,				
	Features of	couplets, epics, elegies, odes, and				
8	Literature	sonnets).		2	4	
		8.3.2 Evaluate the structural elements				
		of the plot, such as subplots, parallel				
	Analysis of	episodes, and climax; the plot's				
	Grade-Level-	development; and the way in which				
	Appropriate	conflicts are (or are not) addressed and				
8	Literary Text	resolved.				
	Entermy Tent	8.3.3 Compare and contrast the				
		motivations and reactions of literary				
	Analysis of	characters from different historical eras				
	Grade-Level-	confronting either similar situations and				
	Appropriate	conflicts or similar hypothetical				
8	Literary Text	situations.				
	Analysis of	Situations.				
	Grade-Level-	8.3.4 Analyze the importance of the				
	Appropriate	setting to the mood, tone, and meaning of				
8	Literary Text	the text.	2	2	2	,
0	1	8.3.5 Identify and analyze recurring		2	2	
	Analysis of Grade-Level-			1		
		themes (such as good versus evil) that		1		
_	Appropriate	appear frequently across traditional	•	1 4	_	_
8	Literary Text	and contemporary works.	2	2	2	2
		9 2 6 Identify significant literary		1		
		8.3.6 Identify significant literary		1		
	Analysis of	devices, such as metaphor, symbolism,		1		
	Grade-Level-	dialect or quotations, and irony, which				
	Appropriate	define a writer's style, and use those				
8	Literary Text	elements to interpret the work.	2	2	2	2
		8.3.8 Contrast points of view — such as		1		
		first person, third person, third person				
	Analysis of	limited and third person omniscient,		1		
	Grade-Level-	and subjective and objective — in		1		
	Appropriate	narrative text and explain how they		1		
8	Literary Text	affect the overall theme of the work.	2			
	Analysis of					
	Grade-Level-	8.3.9 Analyze the relevance of setting		1		
	Appropriate	(places, times, customs) to mood,		1		
8	Literary Text	tone, and meaning of text.		1		
<u>`</u> _		, ,		1		1

	T	T	8.3.7 Analyze a work of literature,				I
			=				
		.	showing how it reflects the heritage,				
		Literary	traditions, attitudes, and beliefs of its	_			
8	XX7 *4*	Criticism	author.	2			2
	Writing	 	d Casturas				
	o.4. Writing	g: Processes an	8.4.1 Discuss ideas for writing, keep a			1	I
			list or notebook of ideas, and use				
8		Focus	graphic organizers to plan writing.				
			8.4.2 Create compositions that have a				
			clear message, a coherent thesis (a				
			statement of position on a topic), and				
		•	end with a clear and well-supported				
8		Focus	conclusion.				
			8.4.3 Support theses or conclusions				
			with analogies (comparisons),				
		Organization and	paraphrases, quotations, opinions from				
8		Focus	experts, and similar devices.				
			8.4.10 Create an organizational				
			structure that balances all aspects of				
			the composition and uses effective				
		Organization and	transitions between sentences to unify				
8		Focus	important ideas.				
		Research	8.4.4 Plan and conduct multiple-step				
		Process and	information searches by using				
8		Technology	computer networks.				
		Research	8.4.5 Achieve an effective balance				
		Process and	between researched information and				
8		Technology	original ideas.				
			8.4.6 Use a computer to create documents				
			by using word-processing skills and				
		Research	publishing programs; develop simple				
		Process and	databases and spreadsheets to manage				
8		Technology	information and prepare reports.				
			8.4.7 Review, evaluate, and revise				
8		Revision	writing for meaning and clarity.	2	2	2	2
			8.4.11 Identify topics; ask and evaluate				
		Evaluation and	questions; and develop ideas leading to				
8		Revision	inquiry, investigation, and research.				2
			8.4.8 Edit and proofread one's own				
			writing, as well as that of others, using				
			an editing checklist or set of rules, with				
		Evaluation and	specific examples of corrections of				
8		Revision	frequent errors.			2	2
			8.4.9 Revise writing for word choice;				
			appropriate organization; consistent				
		Evaluation and	point of view; and transitions among				
8		Revision	paragraphs, passages, and ideas.	2	2	2	
	8.5. Writing	g: Applications	(Different Types of Writing and Their	Characteristi	cs)		

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			0.74.77.1.				
			8.5.1 Write biographies,				
			autobiographies, and short stories that:				
			• Tell about an incident, event, or				
			situation by using well-chosen details.				
			• Reveal the significance of, or the				
			writer's attitude about, the subject.				
		Applications	• Use narrative and descriptive				
		* *	strategies, including relevant dialogue,				
		of Writing and	specific action, physical description,				
		Their	background description, and				
8		Characteristics)	comparison or contrast of characters.				
		Characteristics)	comparison of contrast of characters.				
			8.5.2 Write responses to literature that:				
			Demonstrate careful reading and				
			insight into interpretations.				
			• Connect response to the writer's				
			techniques and to specific textual				
			references.				
			• Make supported inferences about the				
			effects of a literary work on its				
		Applications	audience.				
		(Different Types of Writing and	• Support judgments through references to the text, other works,				
		_					
8		Their	other authors, or to personal				
0		Characteristics)	knowledge.				
			8.5.4 Write persuasive compositions that:				
			• include a well-defined thesis that makes				
			a clear and knowledgeable appeal.				
			• present detailed evidence, examples,				
		A 11	and reasoning to support effective				
		Applications	arguments and emotional appeals.				
			• provide details, reasons, and examples,				
		of Writing and	arranging them effectively by				
1 _		Their	anticipating and answering reader				
8		Characteristics)	concerns and counterarguments.				
			8.5.5 Write technical documents that:				
			• identify the sequence of activities				
			needed to design a system, operate a tool,				
			or explain the bylaws of an organization's				
			constitution or guidelines.				
		Applications	• include all the factors and variables that				
		(Different Types	need to be considered.				
		of Writing and	• use formatting techniques, including				
		Their	headings and font (typeface) changes to				
8		Characteristics) Applications	aid comprehension.				
		(Different Types					
		of Writing and					
		Their					
			8 5 6 Write using precise word choices				
8		Characteristics)	8.5.6 Write using precise word choices to make writing interesting and exact.	3	3	3	3

	Applications					
1						
	(Different Types					
	of Writing and	8.5.7 Write for different purposes and				
	Their	to a specific audience or person,				
8	Characteristics)	adjusting tone and style as necessary.				
		9 5 2 Write on deliver a research report				
		8.5.3 Write or deliver a research report				
		that has been developed using a				
		systematic research process (defines				
		the topic, gathers information,				
		determines credibility, reports				
		findings) that:				
		uses information from a variety of				
		sources (books, technology,				
		multimedia) and documents sources				
		independently by using a consistent				
		format for citations.				
		• demonstrates that information that				
		has been gathered has been				
		summarized and that the topic has				
		=				
		been refined through this process.				
		• demonstrates that sources have been				
		evaluated for accuracy, bias, and				
		credibility.				
		• organizes information by categorizing				
		and sequencing, and demonstrates the				
		distinction between one's own ideas				
	Research	from the ideas of others, and includes a				
1	Research	from the lucas of others, and includes a				
8	Application	bibliography (Works Cited).				
8		bibliography (Works Cited).				
8	Application	bibliography (Works Cited).				
8	Application	bibliography (Works Cited). Juage Conventions				
8	Application	bibliography (Works Cited). Juage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and				
8	Application	bibliography (Works Cited). uage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence				
8	Application 8.6. Writing: English Lang Sentence	bibliography (Works Cited). B.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and	2	2	2	
	Application 8.6. Writing: English Lang	bibliography (Works Cited). uage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence	2	2	2	
	Application 8.6. Writing: English Lang Sentence	bibliography (Works Cited). Juage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style.	2	2	2	
	Application 8.6. Writing: English Lang Sentence	bibliography (Works Cited). Juage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use	2	2	2	
	Application 8.6. Writing: English Lang Sentence	bibliography (Works Cited). Juage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when	2	2	2	
	Application 8.6. Writing: English Lang Sentence	bibliography (Works Cited). Juage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present	2	2	2	
	Application 8.6. Writing: English Lang Sentence	bibliography (Works Cited). B.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for	2	2	2	
	Application 8.6. Writing: English Lang Sentence	bibliography (Works Cited). B.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.	2	2	2	
	Application 8.6. Writing: English Lang Sentence	bibliography (Works Cited). B.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and	2	2	2	
	Application 8.6. Writing: English Lang Sentence	bibliography (Works Cited). 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class.	2	2	2	
	Application 8.6. Writing: English Lang Sentence Structure	bibliography (Works Cited). B.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty	2	2	2	
8	Application 8.6. Writing: English Lang Sentence Structure Sentence	bibliography (Works Cited). B.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty and who need help should stay after	2	2	2	
	Application 8.6. Writing: English Lang Sentence Structure	bibliography (Works Cited). B.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty and who need help should stay after class.	2	2	2	
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8	Application 8.6. Writing: English Lang Sentence Structure Sentence	bibliography (Works Cited). Juage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty and who need help should stay after class. 8.6.3 Use subordination, coordination, noun phrases that function as	2	2	2	
8	Application 8.6. Writing: English Lang Sentence Structure Sentence	bibliography (Works Cited). Juage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty and who need help should stay after class. 8.6.3 Use subordination, coordination, noun phrases that function as adjectives (These gestures – acts of	2	2	2	
8	Application 8.6. Writing: English Lang Sentence Structure Sentence	bibliography (Works Cited). Juage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty and who need help should stay after class. 8.6.3 Use subordination, coordination, noun phrases that function as adjectives (These gestures – acts of friendship – were noticed but not	2	2	2	
8	Application 8.6. Writing: English Lang Sentence Structure Sentence	bibliography (Works Cited). Juage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty and who need help should stay after class. 8.6.3 Use subordination, coordination, noun phrases that function as adjectives (These gestures – acts of friendship – were noticed but not appreciated.) and other devices to	2	2	2	
8	Application 8.6. Writing: English Lang Sentence Structure Sentence	bibliography (Works Cited). Juage Conventions 8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty and who need help should stay after class. 8.6.3 Use subordination, coordination, noun phrases that function as adjectives (These gestures – acts of friendship – were noticed but not	2	2	2	
8	Application 8.6. Writing: English Lang Sentence Structure Sentence Structure	8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty and who need help should stay after class. 8.6.3 Use subordination, coordination, noun phrases that function as adjectives (These gestures – acts of friendship – were noticed but not appreciated.) and other devices to indicate clearly the relationship between ideas.	2	2	2	2
8	Application 8.6. Writing: English Lang Sentence Structure Sentence Structure Sentence Structure	8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty and who need help should stay after class. 8.6.3 Use subordination, coordination, noun phrases that function as adjectives (These gestures – acts of friendship – were noticed but not appreciated.) and other devices to indicate clearly the relationship	2		2	2
8	Application 8.6. Writing: English Lang Sentence Structure Sentence Structure Sentence Structure	8.6.1 Use correct and varied sentence types (simple, compound, complex and compound-complex) and sentence openings to present a lively and effective personal style. 8.6.2 Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis. • Correct: Students having difficulty and needing help should stay after class. • Incorrect: Students having difficulty and who need help should stay after class. 8.6.3 Use subordination, coordination, noun phrases that function as adjectives (These gestures – acts of friendship – were noticed but not appreciated.) and other devices to indicate clearly the relationship between ideas.	2		2	2 2

		8.6.8 Identify and use infinitives (the				
		word to followed by the base form of a				
		verb, such as to understand or to learn)				
		and participles (made by adding -ing, -d, -				
		ed, -n, -en, or -t to the base form of the				
		verb, such as <i>dreaming</i> , <i>chosen</i> , <i>built</i> ,				
8	Grammar	and grown).				
8	Punctuation	8.6.5 Use correct punctuation.	2	2	4	2
8	Capitalization	8.6.6 Use correct capitalization.	2	2		
8	Spelling	8.6.7 Use correct spelling conventions.	2	2	2	2